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ABSTRACT

These 33 lesson plans were designed to accompany "Contemporary China: A Teaching Workbook," a collection of class activities, primary source selections, student readings, and role-play exercises. The lesson plans are based primarily on materials in the "Workbook," although materials from other sources also are recommended. Some of the 33 lessons are: "Chinese Inventions and 'Gifts to the West'"; "Revolutionary China: The Rise of the Communist Party"; and "Chinese Democratic Movement and the Tiananmen Massacre." Each lesson plan includes a listing of objectives, main ideas, recommended materials, suggested activities, and in some cases, supplementary activities. The approximate amount of time needed for the lesson and a list of related lessons also are noted. (DB)

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LESSON PLANS
ON

CHINA

DESIGNED TO ACCOMPANY
CHINA: A TEACHING WORKBOOK
GRADES 7 - 12

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LESSON PLANS

FOR A SECONDARY LEVEL UNIT ON

CHINA

TO ACCOMPANY *CHINA: A TEACHING WORKBOOK*

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TABLE OF CONTENTS

INTRODUCTION iii

BEFORE YOU BEGIN... iv

LESSONS:

1. Agriculture, Population and Geography 1
2. Population and Development 3
3. Geography: Political and Social Organization 5
4. Food and Geography 8
5. Language and Culture 9
6. Chinese Society: An Introduction 11
7. Society: The Family 14
8. Society: Interpersonal Relations 16
9. Society: Women 18
10. Society: Education 20
11. Society: Minorities 22
12. Traditional History: Dynasties 24
13. Chinese Inventions and "Gifts to the West" 26
14. Medieval China: China's Golden Age 27
15. The Chinese Tradition in Thought and Government 29
16. The Scholar-Official 31
17. Buddhism in China 34
18. China in the 1800s: Crisis in Ecology and Population- Famine and Revolt 36
19. China in the 1800s: The Coming of the West 38
20. Revolutionary China: The Peasants in the 1900s 41
21. Revolutionary China: Defining the New China 43
22. Revolutionary China: The Rise of the Communist Party 44
23. The Chinese Revolution Through the Eyes of Chinese Youth 46
24. Government and Politics 48
25. Chinese Communist Party 50
26. Chinese Communist Leaders 52
27. The Cultural Revolution 54
28. Economic Development: From the Communes to Reform 55
29. The Dilemma of Reform in China 58
30. Chinese Democratic Movement and the Tiananmen Massacre 61
31. Taiwan 64
32. Hong Kong 65
33. U.S.-China Relations 66

INTRODUCTION

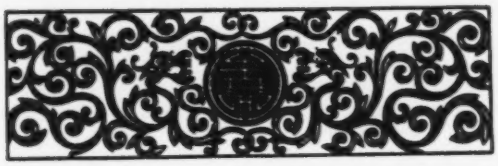
These lesson plans were designed to accompany ***China: A Teaching Workbook***, a collection of class activities, primary source selections, student readings, and role-play exercises. The lesson plans are based primarily on materials in the ***Workbook***, although materials from other resources are recommended.

Each lesson plan includes a listing of objectives, main ideas, recommended materials, and suggested activities. Where appropriate, supplementary materials and activities are also noted. The approximate amount of time needed for the lesson appears below the lesson title, and a list of related lessons as indicated in the upper right-hand corner of the page.

Sections from ***China: A Teaching Workbook*** are listed in capitalized, **BOLD PRINT**, and specific *units* used appear *italicized*. The ***Workbook*** **sections** are individually numbered, so the page number following a unit title refers to the page in the section that contains the *unit*.

On occasion, a resource is recommended that is not in the workbook. The page number of where the resource is featured in the ***Workbook*** is provided: there the teacher will find information on the resource as well as information on ordering.

When a homework assignment is recommended as preparation for a lesson, this noted in the suggested activities.



Before you begin...

♦ **[ART SECTION pages 3-5.]** We recommend ordering one or more of the art packets listed on these pages. These packets provide visuals for the classroom and materials to supplement many units on Chinese history and culture.

♦ **[LITERATURE SECTION pages 3-7, and pages 39-44]** The overview of Chinese literature and the "Resource List for Chinese Literature in Translation" suggest resources a school library might order to enrich topics that will be covered in a China unit.

♦ **[CULTURE SECTION pages 5-14 and 16-18]** Consult the resources on Chinese New Year (the Lunar New Year) and consider planning a year's curriculum so that discussion of China coincides with the Lunar New Year, which always falls between late January and mid-February. The New Year celebration lends itself perfectly to a discussion of the *agricultural cycle; family values* and the *importance of ancestors*; and *popular culture* and beliefs. It provides an excellent focus for a unit; MIDDLE SCHOOL STUDENTS enjoy actually celebrating the holiday by cleaning the classroom and marking the calendar of events and activities over the several weeks that precede and follow the holiday.

♦ Have students select one of the books listed under lesson 23 to read in advance and be prepared to report on when the class turns to this period in Chinese history.

AGRICULTURE, POPULATION AND GEOGRAPHY

class periods: 1

Related Lessons: GEOGRAPHY: POLITICAL AND SOCIAL ORGANIZATION
POPULATION AND DEVELOPMENT
FOOD AND GEOGRAPHY
Background for lessons 18, 20, 28 and 29

Objectives

- To highlight for students the relationship between geography, the method of farming, and the distribution of population.
- To demonstrate that although there are some similarities between the geography of the United States and that of China, there are differences in geography and climate that contribute to striking differences in the distribution of population in the two countries.

Main Ideas

- Because maps of the United States and China look comparable in size, shape, and latitudinal location, it is easy to assume that their geography and climate are similar. This is not, however, the case.

- "Arable land" is land fit for plowing; land that can be used to grow crops. In contrast with the United States, the percentage of arable land in China is relatively small. In the U.S., 25% of the land is arable, while in China only 11% is arable.

- In China the population is overwhelmingly rural (80%), unlike the U.S. where the majority of the population lives in the urban centers. Thus in China, population centers are located in agricultural areas.

- Since China's population centers coincide with its agricultural centers, making careful use of already scarce land is an absolute necessity.

- China's geographical weather patterns determine particular agricultural patterns. For instance, in monsoon prone southern and central China, the monsoon rains provide a large amount of water in a short period of time, enabling the Chinese to use WET RICE AGRICULTURE to maximize planting opportunities. This method requires intensive labor (large numbers of laborers) during the monsoon season but allows the farmers to plant 2 to 3 crops of rice a season.

Recommended Materials

Unit 1: Geography and Population **GEOGRAPHY** (p. 3-11)

- "Teachers Guide to Overhead Projection" (especially p. 5)

- outline maps of: China; major rivers; mountains and deserts; population density; agricultural regions; United States and China superimposed; United States Agricultural Regions; and United States population density. *Maps are located at the end of the **GEOGRAPHY** section.*

- Student Reading "Consumption of Non-Pork Protein-Rich Food Urged" (p. 9)

- Student Reading "Wet Rice Agriculture" (p. 8)

Suggested Activity

1. Using the "Teacher's guide" on page 5, display the maps of China and the U.S. to the students.

2. After the overhead projection have the students read "Wet Rice Agriculture," and "Consumption of Non-Pork Protein." Then have students suggest why a peasant would want a large family, and why the government wants to adopt measures to curb the consumption of grain in China.

A Rural Landscape

10

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POPULATION AND DEVELOPMENT

class periods: 1-2

Related Lessons: AGRICULTURE, POPULATION AND GEOGRAPHY
GEOGRAPHY: POLITICAL AND SOCIAL ORGANIZATION
FOOD AND GEOGRAPHY
Background for lesson number 18, 20, 28, and 29

Objectives

- To help students comprehend population sizes.
- To highlight for students the relationship between the size and distribution of the population, and economic development.
- To demonstrate the relationship between agricultural methods and population.
- To emphasize that China's population remains a major obstacle to economic development.

Main Ideas

- China's arable land comprises only 11% of total land area; this makes the production of enough grain to feed China's population a particularly difficult task. (China feeds approximately 25% of the world's population with only 7% of the world's arable land.) The problem is compounded by the fact that most of China's population resides on the land that is being farmed; therefore every new house built means less land for agriculture.

- China's vast geography produced an environment in which internal trade among different regions could develop by way of intricate market networks that expanded deep into the countryside, which then developed into regional markets. This commercial activity is unlike that in Europe where countries were forced to trade across national borders because of their size.

- Because of China's huge geographical landscape and large and varied population, it never felt the pressure to develop labor-saving devices or to engage in expansionist or colonizing activities to acquire what the country lacked, as did Japan and the West in the modern period. Thus it did not develop industrially in the 1700s and 1800s as did other nations. However, industrial development has been a priority of the Chinese since foreign encroachment in the 1800s.

Recommended Materials

Unit 3: China's Population **GEOGRAPHY** (p. 16)

- Outline maps on China's geography, population and agriculture, and comparison maps of the U.S. population, and agriculture. (*Maps are at the end of the **GEOGRAPHY** section.*)

- Student Reference "China's National Population Statistics"

- Student Reading "Countering the Surge in Population"

- Student Reading "Population Problems and Countermeasures"

Suggested Activities

A DAY BEFORE THE LESSON, HAVE STUDENTS LOCATE POPULATION SIZE OF THEIR TOWN, CITY, AND STATE.

HAND OUT THE READINGS FOR HOMEWORK SEVERAL DAYS IN ADVANCE.

Day 1

1. On an overhead projection point out for students China's geographical setting, noting the rivers, mountain ranges, and agricultural areas. Then compare China's agricultural areas and population density with that of the U.S.

2. Looking at the student reference "China's National Population Statistics" have students compare 1) the size of Beijing with that of major U.S. cities, and 2) the size of some of China's regions to states in the U.S., and even to small countries (for example Iceland, with a population of 250,000 people).

3. Have students read "Wet Rice Agriculture" and then discuss why population growth and agricultural methods are closely related.

Day 2

1. Divide the class into teams of 3 or 4 depending on class size, and have each team present the answer to one of the questions following the readings. The questions overlap somewhat and should provide a useful format for discussion of why China's population is a major impediment to development.

2. Specifically focus the discussion on the relationship between geography and grain production on the one hand, and development on the other, by referring to the reading on "Wet Rice Agriculture."

GEOGRAPHY: POLITICAL AND SOCIAL ORGANIZATION

class periods: 1

Related Lessons: AGRICULTURE, POPULATION AND GEOGRAPHY
POPULATION AND DEVELOPMENT
Background for Lesson 19

Objectives

- To demonstrate the relationship between geography and social and political organization in China.
- To place Chinese history, language, and religion in geographical context.

Main Ideas

• China's vast territory has some geographic features that are impediments to unity--e.g. mountain ranges that divide land and river systems that run only east-west. Moreover, while geographic features of western China allowed Chinese civilization to develop relatively independently of other major centers of civilization, the geographic features of the north leave the country vulnerable to invasion from this direction.

• Political unity was, however, very important to the early Chinese. By correcting the geographical barriers to unification the Chinese have been able to maintain one of the world's oldest continuous civilizations.

• China's huge geographical landscape allowed great diversity of agricultural products. The political unity of China in turn afforded rich and varied markets for commercial development as extensive trading networks developed deep into the countryside. These networks also provided useful lines of communication between the center and the outlying areas enabling a maintenance of political unity.

• The extensive internal trading networks made the development of labor-saving devices for industrialization unnecessary, in contrast to what was necessary in the West. One of the results of this pattern for the Chinese is that over 80% of the population remains in rural areas, whereas in the industrialized countries the majority of the population now lives in urban areas. The fact that most Chinese still live in the same villages inhabited by their grandparents and great-grandparents means that the traditional family patterns in China have been passed on for generations.

• Some of China's famous constructions, namely the Great Wall and the Grand Canal, are designed to correct China's geography.

• The Chinese written language, which was understood by all literate Chinese regardless of the dialect or language they spoke, helped make possible communication

among different ethno-linguistic groups included in China's vast territory.

Recommended Materials

Unit 1: Introduction to China's Geography **GEOGRAPHY**
- "Teacher's Guide to Overhead Discussion" (especially p. 3-4,6)
- Student Reading "Arteries of the Empire (p. 10)
- Maps attached at end of **GEOGRAPHY** section
- "Chinese National Minorities and Major Areas of Distribution" at end of **GEOGRAPHY** section

- Student Reading "The Chinese Language: An Introduction" **LANGUAGE** (p. 5)

- Student Reading "Buddhism" *Unit 3: Buddhism* **PHILOSOPHY AND RELIGION** (p. 41-44)

- Student Reading "The Qin Dynasty: The Great Wall and the Unification of China" *Unit 2: Soldiers of the Qin* **TRADITIONAL HISTORY** (p. 10)

Suggested Activities

DIVIDE THE CLASS INTO FOUR GROUPS AND GIVE EACH GROUP ONE OF THE READINGS THE DAY BEFORE.

1. On an overhead projector use the maps of China's Historical Borders, The Great Wall, Major Rivers, Mountains and Deserts, Political Divisions and Surrounding Nations to point out for students 1) China's expansion over time; 2) the geographical features of China's northern frontier that make it necessary for China to defend itself from northern encroachment; 3) the cross-hatching mountain ranges; and 4) the changes in the course of the Yellow river.

2. Distribute the map of "Chinese National Minorities and Major Areas of Distribution" to the class and compare how China's ever greater expansion necessitated the development of a medium of communication (i.e. the written language) to overcome the numerous language barriers.

3. Have each group of students meet in different corners of the room and decide on how their specific reading highlights the relationship between China's geography and its political and social organization. Then have each group summarize the main point in the reading for the rest of the class.

Supplementary Materials and Activities

- Student Exercise "What's In A Name?" **LANGUAGE** (p. 10)

-Using the Student Exercise and a map of China, have students fill in the names of the locations to help reemphasize geographical location.

FOOD AND GEOGRAPHY

Class periods: 1

Related Lessons: AGRICULTURE, POPULATION AND GEOGRAPHY
POPULATION AND DEVELOPMENT

Objectives

- To demonstrate the relationship between geography and various diets and eating habits.

Main Ideas

- China's vast territory and growing regions has produced a wide variety of cooking styles and dishes.

- The scarcity of fuel for fires, which can be explained by geographic determinants, gave rise to the Chinese style of "quick" stir frying.

Recommended Materials

Unit 2: Food and Cooking **GEOGRAPHY** (p. 12)
- Student Reading "Food and Cooking in China"
- Student Reading "Consumption of Non-Pork Protein Rich Food" (p. 9)

- "Ordering A Chinese Meal" **CULTURE** (p. 14)

Suggested Activity

1. Using a map of China's agricultural regions point out for students those regions in the South famous for spicy food, and those regions in the north which produce wheat and wheat products.

2. Read together the Student Reading "Food and Cooking in China" and use the questions at the end as a basis for a discussion.

3. Have the class order several dishes from a Chinese restaurant that reflect the variety of ingredients and spices used in Chinese cooking. Invite a student or parent of Chinese descent to discuss the dishes with the students.

LANGUAGE AND CULTURE

Class periods: 1

Related Lessons: GEOGRAPHY: POLITICAL AND SOCIAL ORGANIZATION
SOCIETY: THE FAMILY

Objectives

- To show the relationship between a society's culture and its language.

Main Ideas

- One way the Chinese state was able to hold its vast empire together was through popularizing the written language as its borders expanded.

- Chinese is one of the world's oldest living languages.

- In Chinese, each character has a separate meaning.

- Chinese names are composed of several characters, each of which has a special meaning such as jade, or goodness, or even the character for family. These characters are then put together to form a special meaning which runs through a family for several generations. For example Wang family's goodness and Wang family's jade could be the names given two children of the same generation (note they have the surname, Wang, and the first character of the second name, Family, in common.) This helps perpetuate the family system in China by providing the individual his/her place in the larger framework of the group.

Recommended Materials

Unit 1: The Chinese Language **LANGUAGE** (p. 3)
- Teacher Background
- Student Reading "The Chinese Language: An Introduction"
- Student Exercise "What's In A Name?"
- Calligraphy exercise packet at end of section

-Student Reading "Chinese Names" *The Family Unit* **SOCIETY** (p. 18-21)

Suggested Activities

1. Pass out the Student Readings "The Chinese Language" and "Chinese Names,"

and the exercise "What's in a Name?" After reading through "The Chinese Language" have students review the "Chinese Names" reading. Be sure to have the students read list one from top to bottom.

2. The "What's in a Name?" exercise will help students understand that Chinese characters have meaning, and that they are often used to describe the geography of a particular place.

Supplementary Activity

1. The calligraphy packet will help students get a feel for the artistic side of the Chinese language. The first part of the calligraphy exercise packet can be used as a homework assignment or, if time permits, may be used in conjunction with practicing the characters 1-10. (Felt tip pens can be used for this exercise; brushes are not necessary.)

Chao Ts'ai Chin Pao 招財進寶, a charm to bring wealth

CHINESE SOCIETY: AN INTRODUCTION

class periods: 3-4

Related Lessons: SOCIETY: THE FAMILY
SOCIETY: INTERPERSONAL RELATIONS

Objectives

- To present an overview of Chinese society with specific emphasis on the family.
- To highlight the main social issue in China today: family planning.
- To demonstrate the relationship of the individual to the group in Chinese society.

Main Ideas

- The family is central in Chinese society. The family unit plays a special role in agriculture and because 80% of the Chinese population is still engaged in agriculture, the family remains extremely important in China today. China's labor intensive agricultural methods mean that large families are desired since girls marry out of the family. Boys are particularly desired.

- The Confucian tradition in China stresses the hierarchical relationships within the family, and values boys over girls, especially first born sons because it is they who will look after the parents in their old age, carry on the family and perform ancestral rites that maintain ties between the living and the dead within the family.

- In Chinese society, the group is valued over the individual, which means that for society a mediatory, rather than a confrontational, legal approach is taken to the resolution of disputes. The practice of "mediating" disputes is characteristic of Chinese society.

- The major holiday for the Chinese is the celebration of the Lunar New Year. This is a major family holiday, which is rich with ritual carried on for generations.

Recommended Materials

- *Unit 1: Introduction to Chinese Society* **SOCIETY**
  - Teacher Background
  - Student Reading "Family Planning: Everyone's Concern" (p. 7)

- "Mediating" from *Heart of the Dragon* (Information on ordering is in **INTRODUCTION)**

- Student Reading "Wet Rice Agriculture" **GEOGRAPHY** (p. 8)

- Student Reading "Filial Piety" **PHILOSOPHY AND RELIGION** (p. 12) See also *Unit 1: Confucian Thought*, "Teacher Background" (p. 3-5)

- *Heart of the Dragon Viewers Guide* "Mediating". **APPENDIX**

- "Celebrating the Chinese New Year" **CULTURE** (p. 5)

Supplementary Materials

- Selections from the recommended book *Chinese Lives* in the **INTRODUCTION** would highlight a number of the points to be made in this introductory lesson, drawing as they do on individual interviews with ordinary Chinese people.

- The "Chinese Celebrations" chapter in *Echoes of China*. See **INTRODUCTION** for ordering information.

Suggested Activities

HAND OUT THE STUDENT READING ON POPULATION CONTROL AND THE CHINESE NEW YEAR AHEAD OF TIME.

ORDER THE "MEDIATING" EPISODE FROM *HEART OF THE DRAGON* BEFORE THE CLASS.

Day 1

1. Read together the short essay on "Wet Rice Agriculture" and "Filial Piety" and then using the questions in the "Teacher's Note for Introductory Reading" highlight the themes and statements in the article that describe how Chinese society functions, and how the Chinese understand the relationship between population control and the family. The "Wet Rice Agriculture" article helps explain why the Chinese in rural areas want more than one child, and the "Filial Piety" reading highlights the traditional foundations for the hierarchical relations within the Chinese family.

Optional

1. If your library has the book *Chinese Lives*, select essays from Part 1: **Livings**, especially "Popcorn"; Part 6: **Peasants**, especially "Planning Her Family"; Part 10: **Loners**, especially "Irreproachable Conduct"; and Part 17: **Youth**. Assign these to members of the class to read and report on (on day 3); ask the students to role play and act AS IF THEY WERE THE PERSON IN THE STORY.

Day 2

1. Show the episode "Mediating" from *Heart of the Dragon*. Then using the questions from "The Viewers Guide" discuss the role of mediation in Chinese society. (Teachers may wish to refer back to the "Filial Piety" reading from the day before to clarify the Chinese view of hierarchy and the practice of settling issues by negotiation rather than legal means.)

Day 3 *optional*

1. If you've assigned excerpts from *Chinese Lives* have the students take turns discussing the story they read from the viewpoint of the person in the story. Make reference to the articles and essays already covered as a way of putting the stories into context.

Day 4

1. Review the essay on "The Chinese New Year," supplemented by the exercises from the *Echoes of China* unit on "Chinese Celebrations."

SOCIETY: THE FAMILY

class periods: 2-3

Related Lessons: *CHINESE SOCIETY: AN INTRODUCTION*
SOCIETY: INTERPERSONAL RELATIONS
SOCIETY: WOMEN

Objectives

- To highlight the role of the family as the central unit in Chinese society.
- To emphasize the different perceptions of men and women in Chinese society.
- To highlight the emphasis of the group over the individual in Chinese society.

Main Ideas

- Chinese society is grounded in the Confucian tradition that stresses the proper ordering of relationships according to a paternalistically ordered hierarchy, where the senior male or father is superior, and the first born son carries the burden of caring for the parents in their old age.

- The central unit in Chinese society is the family; marriages are, therefore, an important institution for perpetuating the social system in China and are conducted according to the interests of the family unit, not just according to the young man and woman's feelings for each other.

- In communist China, the state has taken on some of the responsibility of the family unit in so far as young people must get the permission of their work unit to marry and must undergo counseling regarding their plans to have children, as the official policy is that they may have only one.

Recommended Materials

- *Unit 2: The Family* **SOCIETY** (p. 10)
  The whole unit.

- The episode "Marriage" from *Heart of the Dragon* (See information on ordering in **INTRODUCTION**)

- *Unit 6: The Good Earth* **LITERATURE** (p. 33)
  - Teacher Background
  - Student Reading "Summary of the *Good Earth*" (p. 36)

Supplementary Materials

- SPICE unit on "Contemporary Life in Rural China: A Teaching Unit." See Featured Resource, **SOCIETY** (p. 25). This unit is an excellent teaching resource with 66 slides and exercises.

Suggested Activities

Day 1

1. Give students the Student Readings on "Chinese Names" and "The Chinese Home." Then read together the Student Reading "The Family" (p. 11) and discuss the ideas presented in the reading by referring to the way names are given and homes arranged. Assign parts for the marriage role play to be acted out the following day.

Day 2

1. Arrange the room so that two corners may represent a village, with 7 chairs in Lin village. Have students act out the role play. After the play have students, especially those playing Chen Yong and Lin Fangmei, describe how they felt. For review, the class can refer back to the reading on the family to understand the nature of the Chinese system.

Day 3 *optional*

1. Read with the class the summary of *The Good Earth* and discuss with them the questions at the end. Note for the students that this story was set in the 1930s before the communist revolution (1949), so the habits of Wang Lung and his household would not be permitted today. What is to be pointed out in this story is a) how intertwined the lives of these families are over the years, b) the role of O-lan as the obedient wife, and c) the intense poverty these families suffered.

SOCIETY: INTERPERSONAL RELATIONS

class periods: 2

Related Lessons: CHINESE SOCIETY: AN INTRODUCTION
CHINESE SOCIETY: THE FAMILY

Objectives

- To explain for students the distinctive characteristics of interpersonal relations in China.
- To highlight the traditional Confucian roots of Chinese interpersonal relations.

Main Ideas

- The importance of "relatedness," or of finding some existing social relation to frame a social or business relationship, is fundamental to the definition and functioning of Chinese society.

- The Chinese see themselves as linked together in a pattern of interlocking kin and non-kin relations with the individual responsible to the group. Interpersonal relations in China may be understood in their Confucian context as the way two persons interact on the basis of some inclusive bond whether kinship or non-kinship.

- Because of the web-like feature of interpersonal relations in China, there is an emphasis on achieving and maintaining consensus. The Chinese, therefore, have a strong tradition of mediating difficulties rather than solving them through legal means.

Recommended Materials

- *Unit 3: Interpersonal Relations* **SOCIETY** (p. 27)

- *Unit 1: Confucian Thought* "Humanity" **PHILOSOPHY AND RELIGION** (p.10)

- *Heart of the Dragon* Viewers Guide (p. 19) "Mediating" **APPENDIX**

Supplementary Materials

- FILM: *Heart of the Dragon* See **INTRODUCTION** (p. 6) for order information.

Suggested Activities

HAND OUT THE STUDENT READING ON "INTERPERSONAL" RELATIONS FOR HOMEWORK THE DAY BEFORE.

Day 1

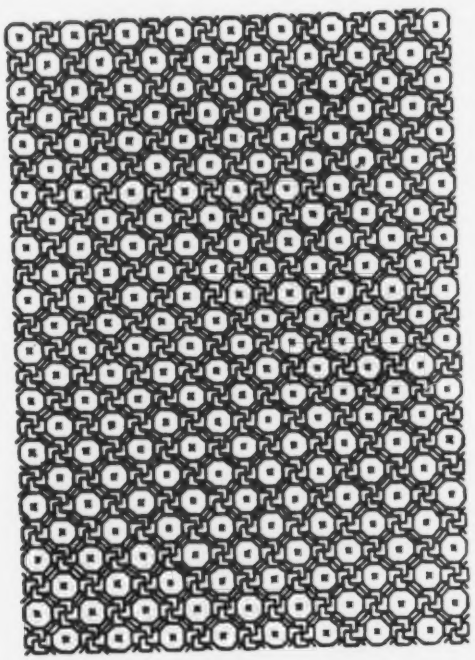
1. Introduce the notion of "relatedness" or "humanity" by reading together the essay on "Humanity" and answering the questions at the end.

2. Have students identify the different types of relationships in the reading on "Interpersonal Relations" and discuss with reference to the concept of "humanity."

Day 2

1. Show film "Mediating" from *Heart of the Dragon*.

2. Read together the excerpt in the *Viewers Guide* and discuss using the questions at the end.



SOCIETY: WOMEN

class periods: 1-3

Related Lessons: SOCIETY: FAMILY
SOCIETY: INTERPERSONAL RELATIONS
SOCIETY: INTRODUCTION

Objectives

- To highlight the continuing presence of traditional Chinese attitudes toward the role of women in contemporary China.
- To review certain aspects of the Confucian tradition and explore their implications for the status of women in traditional Chinese society.

Main Ideas

- In Chinese society women marry out of the family and almost always out of their village. Therefore they are not valued as an asset to the family because they are not useful to the family as adult laborers, but must be fed and raised. The official policy of one child per family has placed special value on having a son as the first and only child so the parents will have someone to take care of them when they are old.

- In traditional China, society was organized according to Confucian tenets of social relations which, while encouraging reciprocity, placed males in a position superior to that of females. While the communist revolution sought to overcome this bias by declaring women and men equal and putting an end to certain practices such as foot binding, the reform period in China (1980s) has seen a reemphasis on some of the traditional divisions of labor which favor a desire for more sons to help with farming and pursue sideline activities to add to the family's wealth.

Recommended Resources

- *Unit 5: Women* **SOCIETY** (p. 42)

- Women's Voices on Life in China:

For the:	see:	in:
1950s	*The Dragon's Village*	**GOVERNMENT AND POLITICS** (p. 51)
1960s	*Morning Breeze*	**GOVERNMENT AND POLITICS** (p. 57)

1950s- 1980s	*To The Storm: Odyssey of a Revolutionary Woman*	***GOVT & POL.*** *(p. 62)*
1950s- 1960s	*Old Madam Yin*	**MODERN HISTORY** (p. 37)
1960s- 1970s	*Execution of Mayor Yin*	**LITERATURE** (p. 27)
1970s- 1980s	*Chinese Lives* (excerpts)	**INTRODUCTION** (p. 5)

Optional Film

A Small Happiness: High School Version
Available from: Low Bow Group
617 West End Ave.
New York, NY 10024 (purchase: $250.00; rental: $50.00)

This is a documentary on life in a Chinese village involving immensely entertaining interviews with several generations of Chinese women.

Suggested Activity

Assign the recommended books or, if the books are unavailable, use those for which an excerpt has been provided. Assign the excerpts from the books to different members of the class to read and ask them to prepare an oral or written report on the question of what China was like for the women in their book at the time they are telling their stories.

Day 1
1. Begin by discussing some of the general issues women face in today's world, namely, the conflict between demands of the work place and taking care of the home and child-rearing.

2. Review the Confucian approach to the organization of Chinese society, particularly its hierarchical and paternalistic aspects.

3. Read together the Student Reading on "Women" using the questions for discussion at the end as a guide.

Day 2
1. Have the students present reports based on the excerpts from the books about (or by) women as listed above.

Day 3 (optional) Show the film *A Small Happiness*.

SOCIETY: EDUCATION

class periods: 1

Objectives

- To highlight both the necessity of education in an industrializing country and the difficulties encountered in developing the quality and quantity of education available.
- To demonstrate the differences between rural and urban China in terms of educational opportunity.
- To explain what the impact of the Cultural Revolution (1966 - 1976) was on the educational system in China and to explore the state of education during the reform period of the 1980s.

Main Ideas

- Education was seen in traditional China as essential for the cultivation of an individual's character and for the development of a class of civil servants capable of upholding and promoting the Confucian tenets guiding the proper functioning of state and society. Since government service was held in high esteem, education was an important path for enhancing social status.

- During the Maoist period, and particularly during the Cultural Revolution (1966-1976), the traditional emphasis on the selflessness of the individual in light of the demands of the group, and the emphasis on the commitment of the individual to serving the state, found ironic expression: education in China's rich and varied tradition was abandoned in favor of the study of Chairman Mao's quotations in the Little Red Book, and the old emphasis on book learning gave way to an emphasis on politically correct behavior. Education was valued only in so far as it contributed to cultivating revolutionaries such as the young Red Guards who were committed to the social and political goals of the revolution.

- A renewed emphasis on formal education grew out of the reform movement of the 1980s; the emphasis on economic development places a premium on managers trained in science and technology. The numbers of students seeking such education far exceeds the capacity of the Chinese educational system to accommodate them at present, however.

Recommended Materials

- *Unit 4: Education* SOCIETY (p. 30-41)

Supplementary Materials

- *Education in China: A Book Review* **SOCIETY** (p. 40)

- "Education in the PRC" under Featured Resource (p. 39)

Suggested Activity

1. Divide the class in half. Give one half the reading "I," and give the other half the reading "Blank Paper Hero." Then give both groups the Chinese report card. Have the two groups read their essay and then have each group explain how the person in their story feels about education at the time of writing. Note for each group the different time periods in which the narrative takes place.

2. Using the questions for discussion on pp. 37-38, discuss the similarities and differences in the two authors.

SOCIETY: MINORITIES

class periods: 1

Objectives

- To demonstrate that China's population is rich and varied as opposed to homogenous. (*This provides an interesting contrast with the Japanese population.*)
- To indicate to students that although minorities constitute a relatively small percentage of China's population (about 6%), their variety and political importance is significant.
- To alert students to the fact that areas occupied primarily by minority groups comprise a large percentage of China's territory.

Main Ideas

- China's minorities, also called "national minorities," are primarily located in China's frontier regions.

- China's policy on national minorities is officially one of cooperation, and some minority women are exempt from the policy of having only one child.

- There have been revolts and discontent in many minority areas, however, and in some regions like Tibet, the struggle of the population against the communist government has been long and protracted. The Chinese government has settled hundreds of thousands of Han Chinese (the dominant ethnic group in China) in the Tibetan region over the last twenty years.

- In the reform period of the 1980s, the religious freedom of minorities has been tolerated. There have been government sponsored efforts to restore temples, mosques, and churches badly damaged during the Cultural Revolution years.

Recommended Material

- *Unit 6: Minorities* **SOCIETY** (p. 48)

- "Chinese National Minorities and Areas of Distribution," included in the maps at the end of **GEOGRAPHY**

Please note that the National Geographic map listed on page 24 of **GEOGRAPHY** includes on one side a wall map of China's national minorities with pictures of the

national minority representatives in native costume.

Optional Materials

- *Unit 4: Muslims* **PHILOSOPHY AND RELIGION** (p. 47)

Suggested Activity

1. Locate the areas of minority distribution on the minority map and review the official Chinese position on minorities.

2. Read together the essay on minorities and discuss with the students how the official position of the government supports, or does not support, the current situation of China's minorities.

3. *optional* Read the unit on Muslims for a more detailed account of the experience of a specific minority in China during the reform period.

TRADITIONAL HISTORY: DYNASTIES

class periods: 1-3

Related Lessons: THE GOLDEN AGE
CHINA'S INVENTIONS AND GIFTS TO THE WEST

This lesson is written to accompany the wall chart of Chinese history designed by the *Sunday Times of London*. See p. 20 of **TRADITIONAL HISTORY** for purchase information. The chart presents a timeline of Chinese history in comparison with that of European history, describing developments in each dynasty and indicating when major inventions (the compass, gunpowder) and new products (tea, silk) appeared in the West. If the wall chart is not available for the lesson, students can create their own timeline by using the chart of the dynasties found in the front of the **TRADITIONAL HISTORY SECTION**, and researching the history of certain Chinese inventions that made their way to Europe. Use the pamphlet on *China's Gifts to the West* found in the **APPENDIX**.

Objectives

- To teach students how to read time charts.
- To impart a sense of the evolution of Chinese history and encourage an appreciation of the length and richness of the civilization.
- To encourage students to grasp how advanced, relative to other civilizations, China was in the period up to the 1750s.

Main Ideas

- China has one of the world's oldest continuous civilizations and was East Asia's dominant cultural center for many centuries.

- China's ancient culture was rich and sophisticated.

- China's expansion during the dynastic period is, in part, explained by the belief that China is a universalistic culture and anyone can, with proper education and outlook, come to be part of the "Middle Kingdom."

- China was one of the world's leading civilizations up until the 18th century and the source of major inventions, products, and forms of social organization that had a profound impact on the development of European and, therefore, Western civilization.

Recommended Materials

- *Unit 3: Chinese Dynasties: Can You Name Them?* **TRADITIONAL HISTORY** (p. 20). (Also see dynasty chart at beginning of section)

- The "Map of Historical Borders" **GEOGRAPHY** (at end of section)

- *Unit 2: Soldiers of the Qin* **TRADITIONAL HISTORY** (p. 9)

- *The Great Bronze Age of China* **ART** (p. 7)

- *Peking Opera* **CULTURE** (p. 2)

Optional Films

- "Hundred Schools to One" or "China: The First Empires" **TRADITIONAL HISTORY** (p. 18)

Suggested Activities

DAY 1

1. Pass out readings on "The Bronze Age," "Peking Opera," and one or more of the student readings on "Soldiers of the Qin."

2. Using the map of China's historical borders show how China's successive dynasties expanded China's borders.

3. If you have the *Sunday Times of London* wall chart proceed with the exercise from "Chinese Dynasties..." If you don't have the wall chart use the one from the section and read together one of the articles on the Qin dynasty.

DAY 2

1. Have students report on the readings, noting when opera began in China, and what happened during the bronze age. Then show one or both of the films.

***NOTE:** Students might be asked to reflect upon the following quote emphasizing how important certain Chinese inventions (printing, gunpowder, and the magnet) were to Europe in the 1600s, but also showing how little the Europeans knew of China at that time. The writer is Francis Bacon (1561-1626), an adviser to King James I of England. The quote is from* <u>The Scientific Revolution</u>*, by Peter Amey, Greenhaven World History Program, Greenhaven Press, p. 23.*

"It is well to observe the force and virtue and consequence of discoveries. These are to be seen nowhere more clearly than in those three which were unknown to the ancients (the Greeks), and of which the origin, though recent, is obscure and inglorious; namely, **printing, gunpowder**, and the **magnet. For these three have changed the whole face and stage of things throughout the world, the first in literature, the second in warfare, the third in navigation**; whence have followed innumerable changes; insomuch that **no empire, no sect, no star, seems to have exerted greater power and influence in human affairs than these three mechanical discoveries.**"

CHINESE INVENTIONS AND "GIFTS TO THE WEST"

Class periods: 1

Related Lessons: CHINESE DYNASTIES
CHINA'S GOLDEN AGE

See NOTE on bottom of p. 25

Objectives

- To demonstrate the early development of China's civilization.
- To demonstrate the influence of China's inventions on Europe and the West.

Main Ideas

- Many of the everyday items we use today came from China centuries ago.

- China has had one of the world's longest continuous civilizations which was highly advanced long before European civilization reached a comparable stage of development.

Recommended Materials

- *Unit 4: China's Gifts to the West* **TRADITIONAL HISTORY** (p. 23)

- *China's Gifts to the West* **APPENDIX**

Supplementary Materials

- *China's Ideas in the West* (advanced) **APPENDIX**

Suggested Activities

- Before the lesson have students look up in an encyclopedia entries on items such as tea, silk, porcelain, paper, umbrellas and other items listed in the *Teacher's Note* (p. 23) to see if they can find the item's place of origin.

- Alternatively, assign individuals to read about one invention from *China's Gifts to the West* (in the **APPENDIX**) and report to the class on how that invention traveled to the West.

- Using the questions for discussion as a guide (p. 29), discuss the Student Readings.

MEDIEVAL CHINA: CHINA'S GOLDEN AGE

Class periods: 2-3

Related Lessons: CHINESE INVENTIONS

Objectives

- To highlight for students the richness of Medieval China.
- To emphasize the maturity of the Confucian way of thought and governance during this period.
- To disabuse students of the notion that the aggressive Mongol tribes that occupied so much territory and threatened Europe were actually Chinese. China was an occupied country as were other countries.
- To make Marco Polo's writings accessible to students as primary source readings.

Main Ideas

- During this period Marco Polo travelled to China. Marco Polo's journey and his report on what he saw can be used to highlight the active trade between China and other nations, the difference in levels of economic development between China and Europe at this time, and the fact that China was itself occupied by the Mongols.

- 960-1279 has long been considered one of China's glorious periods. Confucian thought matured at this time to become an important and enduring framework for the Chinese state.

Recommended Materials

- *Unit 7: Marco Polo in China* **TRADITIONAL HISTORY** (p. 36)
- Student Reading: "The Chinese Scholar-Official" **LITERATURE** (p. 8)
- Map of Historical Borders **GEOGRAPHY** (end of section)

Recommended Film

We highly recommend the use of one or more the following films to bring to life this important period of China's past.

- *Unit 6: City of Cathay* (background and visual guide to film) **TRADITIONAL HISTORY** (p. 32) The film may be loaned for free from the CCNAA office nearest

to you. **For a list of offices see the TAIWAN section p. 10.**

Optional Films

- "The Golden Age" and "The Heavenly Khan" See the Featured Resource **TRADITIONAL HISTORY** (p. 30)

Supplementary Resources

- For an art scroll and/or prints that may be used to highlight this period as well as provide an introduction to Chinese art for the students see the RESOURCE LIST **TRADITIONAL HISTORY** (p. 60-61). *Please note: The slides on the spring festival may now be purchased as part of a **Travels with Marco Polo Kit** which may be purchased from The Boston Children's Museum. Call the Kit Department 1-800-426-6500 ext. 231 for information on prices and ordering.*

Suggested Activities

Day 1

1. Pass out the reading on the Scholar-Official. Then introduce this period by making reference to the Dynasty chart (beginning of section), the Map of China's Historical Borders, and the Reading on the Scholar-Official.
ALSO PASS OUT INDIVIDUAL SECTIONS ON MARCO POLO TO BE DISCUSSED ON EITHER THE SECOND OR THIRD DAY.

2. *optional* Show one of the films from "China's Golden Age."

Day 2

1. Show the film "The City of Cathay" and discuss it using the Teacher's Guide to note certain features of the city Kaifeng.

2. Discuss the introductory reading to Marco Polo with the students, highlighting the point that Europe's first exposure to China was through his eyes. Review the vocabulary words with students.

Day 3

1. Have students present their individual reading from Marco Polo using, if desired, visual props provided in the postcards or scroll of "Spring Festival on the River" to point out detail.

2. Using the questions for discussion (p. 54), review the material.

THE CHINESE TRADITION IN THOUGHT AND GOVERNMENT

Class periods: 1-2

***Note:** This lesson may be used to combine the material in the lessons on Confucius and on the scholar-official for teachers who want to touch on this topic without spending the amount of time necessary to use the two separate lesson plans.*

Related Lessons: BUDDHISM IN CHINA
THE CHINESE SCHOLAR-OFFICIAL

Objectives

- To highlight for students that government and society in China are grounded in Confucian philosophy.
- To help students understand the fact that the form of government in China was patterned on the Confucian family structure in which the father is the head and relations are hierarchical and paternal.
- To familiarize students with the actual writings by Confucius and with how Confucian thought developed over time.
- To demonstrate the role and importance of the scholar-official in the traditional political system.

Note: It is not important for students or teachers to arrive at the "correct" interpretation of each of the Confucian analects; it is more important that students encounter the material and become engaged in working through the meaning, even while making mistakes.

Main Ideas

- No other thinker influenced traditional Chinese thought and government more than Confucius. The Confucian idea that there is a basic order in the universe and a natural harmony linking man, nature, and the cosmos (heaven) has guided the Chinese well into the 20th century.

- The family unit was seen as the primary social unit and the **state had its model in the family**. Just as the father stood at the top of the hierarchy of reciprocal social relations in the family, so the emperor stood at the top of the social and political system.

- The ruler was understood to be at once the **son of heaven** and the father of the people, ruling under **the mandate of heaven**. Traditional thinkers, reflecting on the problem of government, were concerned primarily not with changing institutions and laws but with ensuring the moral uprightness of the ruler and encouraging his appropriate conduct as a father figure.

- The dominant strain of Confucian thought stressed the **innate goodness of human beings** and the **perfectibility of man** through **self-cultivation**, the practice of **ritual**,

and **education.** As father of the people, the emperor's main function in the Confucian state was to educate and transform the people by personal rule, moral example, and mediation in disputes.

- The scholar-official became one of the most important elements in the traditional system of governance. In addition, since calligraphy and painting were pastimes of the Chinese elite, the scholar-official played an important role in defining and transmitting Chinese culture and art.

Recommended Materials

FOR A COMBINED LESSON:
- Chinese proverb at beginning of **PHILOSOPHY AND RELIGION**
- *Unit 1: Confucian Thought* **PHILOSOPHY AND RELIGION** (p. 3)
- *Unit 2: The Scholar-Official* **LITERATURE** (p. 8)

FOR A LESSON ON CONFUCIUS ONLY ADD:
- *Unit 2: Taoism and Legalism* **PHILOSOPHY AND RELIGION** (p. 17)
  (This is primarily for advanced students)

Suggested Activities

The day before pass out to individual students or groups of students the several different sections in the unit *What Did Confucius Say?* (There are five sections on "Confucius: The Teacher and Person," "Humanity," "Filial Piety," "Government," and "Religious Life.") All students should also receive copies of the introductory overview (pp. 4-5) and the Chinese proverb (p. 2).

Day 1

1. Ask the students to read the introductory overview and one or more of the five sections of primary source selections.

2. Read together the Chinese proverb and discuss how it reflects Confucian values.

3. Review each of the sections on Confucius, asking the individual students to provide answers to the questions for discussion.

4. Pass out the reading on the scholar-official to be read for homework.

Day 2

1. Read together the poems in the essay on the scholar-official and discuss with students the importance of the scholar-official to the maintenance of government, and

culture. Note especially from the section on "Confucius, the Teacher and Person" numbers 15, 17, 23 and 26. From the section on "Government" note especially number 7.

THE SCHOLAR-OFFICIAL

Class periods: 1

Related Lessons: THE CHINESE TRADITION IN THOUGHT AND GOVERNMENT
BUDDHISM IN CHINA

Objectives

- To demonstrate for students the importance and nature of the Chinese civil service, or merit bureaucracy.
- To emphasize the importance of education in Chinese culture.
- To introduce the important role the scholar-official played in developing art in China.

Main Ideas

- Scholar-officials were exactly what their title implies: "scholars" of the Confucian classics who were selected through civil service exams to be "officials" of the state.

- China was the first country in history to be ruled by a merit bureaucracy, or civil service.

- The scholar-official occupied the top layer of the educational, political and social hierarchy: he had successfully mastered the difficult Chinese language. Unlike the vast majority of Chinese, he was highly literate and schooled in the Confucian classics and their moral texts.

- Through China's civil service exams, officials were selected for their moral qualities, qualities that would enable them not only to govern but to set a moral example for the population. The Confucian classics, with their moral tenets, had to be mastered by prospective officials.

- Official position and examination degree, not wealth or business acumen, were universally recognized marks of status in China.

- By the 11th century the scholar-officials had become China's artistic elite, and were a dominant force in culture. The favorite pastimes of the scholar-officials, i.e. painting and calligraphy, became the dominant form of artistic expression.

Recommended Materials

- Unit 2: the Chinese Scholar-Official **LITERATURE** (p. 8)

- Teacher Background "The Douglas Dillon Galleries of Chinese Painting" **ART** (p. 12)

- Excerpts, "Confucius the Teacher" and "Government" from *Unit 1: Confucian Thought* **PHILOSOPHY AND RELIGION** (p.7 and p. 13)

- **Background for teachers**: pamphlet on *Chinese Ideas in the West* in **APPENDIX**; pp. 25-31 provide a description of how the Chinese civil service functioned and how the British, French, and American systems were inspired by the Chinese model.

Supplementary Materials

Recommended Curriculum Packets:

- "Out of the East: Chinese Art from the Seattle Art Museum" specifically focuses on the world of the scholar-official, and provides lessons on Chinese art that could be used to supplement this and other lessons. *For information on ordering see* **ART** *(p. 5)*

- "The Education and Lifestyle of the Chinese Literati" is a curriculum packet published by the Sackler Gallery of the Smithsonian Institution in Washington D.C. It focuses on the education of the scholar-official and on his life-style once he had moved up the ranks of the examination system. *For information on ordering* **ART** (p. 6).

Suggested Activities

Day 1

1. Ask students to describe the essential characteristics of a civil service. How does it work? How are people selected to serve? What is its purpose? (Reference to the U.S. civil service may be useful.) Ask students where the United States found its model for civil service (England); then ask them if they know where the British found the model for their civil service. (Background on the British adoption of the Chinese civil service can be found in the booklet *Chinese Ideas in the West* in the **APPENDIX** of the workbook, see page 29.)

2. Read with the class the essay on the scholar-official, highlighting for students the artistic and political roles of the scholar-officials in traditional China.

3. Using the "Teacher's Guide" as reference discuss with students how various artistic forms were used by the scholar-official for self expression.

Day 2

1. Using the excerpts from the Confucian Analects, discuss how the scholar-official was an important element in the political system in traditional China.

2. Use the questions for discussion at the end of the scholar-official reading for summary.

3. *optional* show the slides from either "Out of the East Horizon" or "The Education and Lifestyle of the Chinese Literati."

BUDDHISM IN CHINA

Class periods: 1

Related Lessons: CHINESE TRADITION IN THOUGHT AND GOVERNMENT

Objectives

- To show how cultural diffusion occurs.
- To introduce students to one of the major philosophical and cultural traditions of China and East Asia.

Main Ideas

- Just as Christianity spread from its birth place in what is now the Middle East through what is now Europe, and later Islam from its origin in the Middle East; Buddhism began in India, was brought into China where it became an immense cultural force, and was adopted to Chinese culture before being transferred on to Korea and then from Korea to Japan.

Recommended Materials

- *Unit 3: Buddhism in China* **PHILOSOPHY AND RELIGION** (p. 42)

- The Map of nations surrounding China **GEOGRAPHY AND POPULATION** (map is at end of section)

Supplementary Materials

- The 30 minute film, "Buddhism in China," traces the introduction and expansion of the religion in China, its tenets, and its influence on Chinese art and culture. For information on ordering see **PHILOSOPHY AND RELIGION** (p. 45).

Optional Materials

- "The Noble Path: Buddhist Art of Tibet and South Asia" is a new curriculum packet from the Sackler Gallery of the Smithsonian Institution in Washington, D.C. For information on ordering see **ART** (p. 6).

Suggested Activities

PASS OUT THE ARTICLE ON BUDDHISM THE DAY BEFORE FOR HOMEWORK.

1. Point out to students the proximity of India to Tibet, and of China to Japan and Korea. If students ask why Buddhism did not also spread westward on the continent toward Europe, suggest to them that not only were there geographical impediments to such diffusion (the Western part of China is made up of high mountain ranges and vast deserts) but also that the growth and diffusion of Christianity and then Islam were occurring in the West during the same time period.

2. Review the article on Buddhism noting the different forms it took in India and China.

3. *optional* Show film on Buddhism.

CHINA IN THE 1800S
CRISIS IN ECOLOGY AND POPULATION: FAMINE AND REVOLT

Class periods: 2

Related Lessons: THE COMING OF THE WEST
AGRICULTURE, POPULATION, AND GEOGRAPHY
POPULATION AND DEVELOPMENT

Objectives

- To demonstrate that by the late 1700s, the strong Chinese state contained seeds of its own destruction, particularly its expanding population.
- To emphasize that **these developments preceded,** but eventually coincided with, the demands placed on China by imperialist Western powers.
- To describe for students the major, debilitating famines suffered in China in the 1800s, accompanied by rebellions and revolts; these events followed a long period of peace and stability that supported a large increase in the population.

Main Ideas

- China's population had expanded rapidly during the relatively peaceful late 17th century through the late 18th century. In the 1870s China suffered one of the worst famines in its history.

- Because of the huge expansion of the population, by the late Qing period (c. 1860), there was roughly one magistrate for 250,000 people, rendering the Qing government ill-equipped to handle social disruption.

- The Taiping rebellion devastated the Chinese more than any other event in the 19th Century. Some 20 million lives were lost in putting down the Taipings.

Recommended Materials

- *Unit 4: Rebellions and Revolts* **MODERN HISTORY** (p. 22)

- *Unit 5: Crisis in Population and Ecology* **MODERN HISTORY** (p. 30)

Suggested Activities

PASS OUT THE "STUDENT NOTE" AND THE READING ON THE TAIPING

REBELLION THE DAY BEFORE.

Day 1

1. Review the reading with students using the questions as a guide. Note especially why the Taiping plan would appeal to peasants.

2. Read together the reading on "Ode to Youth" noting how similar it is to Confucian values, especially the hierarchical nature of its society which was already a part of traditional China.

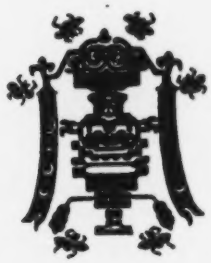
3. Assign the Student Reading on "Starvation" (p. 37) for homework.

Day 2

1. Read together the student background on the Crisis in Population and Ecology.

2. Then, have students take turns reading the selections of woodblock prints on starvation in China, and have them compare this account to the reading on "Starvation."

3. In order to have students consider how contemporary governments and societies deal with hunger both domestically and internationally, students might undertake a long term project to write to a relief agency for information on world hunger or, domestically, on homelessness. Alternatively, a representative from one of the agencies might visit the class.



CHINA IN THE 1800S: THE COMING OF THE WEST

Class periods: 2-3

Related Lessons: CRISIS IN POPULATION AND ECOLOGY
GEOGRAPHY: POLITICAL AND SOCIAL ORGANIZATION

Objectives

- To juxtapose for the students the differing views of the nature of international relations held by the Chinese, on the one hand, and the Western powers, on the other, at the time of their encounter in the 1800s.
- To highlight the Chinese interpretation of the challenge posed by the Western nations and the Chinese response to this challenge.

Main Ideas

- The Chinese view of the world was distinctly different from that of the British. The Chinese saw themselves as a universalistic civilization, not a single nation-state, with most economic needs satisfied through an internal market network, rendering them uninterested in extensive trade or diplomatic relations with the West. This point is made in the edicts from the Chinese emperor delivered to Lord Macartney for King George III of England.

- The British taste for tea, which became a popular drink in England after being introduced from China in the 1600s, tipped the balance of trade between England and China in China's favor.* England had few products to offer at this point in history that were of interest to the Chinese. The trade imbalance was exacerbated by expansion of China's indigenous cotton trade that undercut the demand for cotton grown in India and processed in England, Britain's major trade item at the time. When the British introduced opium into their trade with China to correct this unfavorable trade balance, the drug literally crippled a large portion of the Chinese population.

- The "Treaty of Nanking," the first of a series of treaties known as the "unequal treaties," forced China to grant economic, legal, and religious privileges which the Chinese had not wanted to grant to foreign governments (European, American, and eventually Japanese) operating on its soil. **These conflicts with the Western nations came at a time when China was also weakened by famine and internal revolts.**

** Note for students that trade in tea between the American colonies and the British played a major role in the colonies' revolt against the same King George III whom Lord Macartney was representing when he appeared before the emperor of China in 1793.*

Recommended Materials

- *Unit 2: Macartney and the Emperor* **MODERN HISTORY** (p.9)
- *Unit 3: The Opium War and the Treaty of Nanking* **MODERN HISTORY** (p. 17)
- "Starvation" **MODERN HISTORY** (p. 37)
- **WHAT IT MEANS TO BE CHINESE** (pages 8 and 9)

Supplementary Film

- "China: The Coming of the West" Using excellent visual props, this film demonstrates the parallel developments in the West and in China at the time of the West's expansion into China. For information on ordering see **MODERN HISTORY** (p. 8)

Suggested Activities

Students might be asked to research and report on the origins and spread of tea drinking (See "China's Gifts to the West", pp. 11-13, in APPENDIX) and of cotton cultivation and trade (from an encyclopedia) so that they will better understand the economic dynamics of trade relations between the Chinese and the British.

BEFORE THE FIRST CLASS HAND OUT THE INTRODUCTORY READING TO "MACARTNEY AND THE EMPEROR" (p. 10-11), AND "THE OPIUM WAR AND THE TREATY OF NANKING" (p. 17-18) TO BE READ AS BACKGROUND.

Day 1

1. Review the vocabulary words for both readings.

2. Read together the edicts from the emperor and the Treaty of Nanjing.

3. Have students underline those passages in the edicts which best describe the Chinese view of the world. Then have them underline the passages in the Treaty of Nanjing which best demonstrate the concessions the British won from the Chinese by force of arms.

4. Divide the class in half, ask one half to represent the Chinese, and one the British. For homework, have them re-read the documents and prepare to argue for their side the following day. **Ask students to explain the term "unequal treaties."**

5. Make special reference to "article III" of the treaty dealing with the transfer of Hong Kong to British sovereignty. This provision may be referred to again later in the semester when discussing the current situation leading up to Hong Kong's return to China in 1997 (See lesson 32).

Day 2

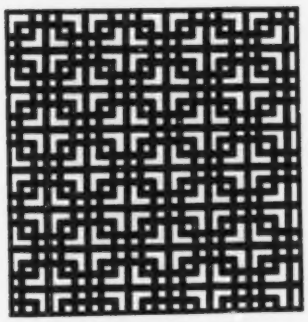
1. Discuss what Ning Lao Tai Tai says in the passage on starvation about what happens to people who are addicted to opium. This discussion can be easily related to a discussion of the economic motivation behind the current international drug trade and its impact on U.S. society.

2. Have each side of the class take turns presenting its position to the other half, bringing into the discussion how communication between the two nations went wrong.

3. Hand out the two short readings on "What it means to be Chinese" to highlight the debate within China at this time over how much knowledge from the West China should, or could, use.

Day 3 *optional*

1. Show the film on "China: The Coming of the West" and discuss using question 2 (p. 20) as a guide.



REVOLUTIONARY CHINA: THE PEASANTS IN THE 1900S

Class periods: 2

Related Lessons: REVOLUTIONARY CHINA: DEFINING THE NEW CHINA
REVOLUTIONARY CHINA: THE RISE OF THE COMMUNIST PARTY
AGRICULTURE, POPULATION AND GEOGRAPHY
POPULATION AND DEVELOPMENT

Objectives

- To demonstrate the situation among the peasants in the early 1900s, and to describe the continued hardships they face.
- To explain to students some of the reasons why revolution became an option for Chinese peasants.
- To expose students to one of the great literary figures of the early 19th century, Lu Xun.

Main Ideas

- The 1920s and 1930s were difficult decades for the Chinese peasants who suffered greatly from the political upheaval taking place in China and the economic dislocation that resulted first from the division of China into "spheres of influence" by the imperialist powers, and then by the growing encroachment and invasion by the Japanese. The peasants experienced starvation, the consequences of political corruption, and a disrupted way of life. In this respect they were ripe for mobilization to support a revolutionary movement.

- One of China's greatest modern writers, Lu Xun, appreciated the very hard life of the peasants, and actively wrote on the need for revolution to change the injustices of the Chinese political system.

Recommended Materials

- *Unit 6: Revolutionary China: The Peasants* **MODERN HISTORY** (p. 40)

- "Mao's Report on the Peasant Movement in Hunan" **GOVERNMENT AND POLITICS** (p. 37)

- *Lu Xun: China's Greatest Modern Writer* **LITERATURE** (p. 13)

Supplementary Material

- Highly recommended for the class or school library is one or more of the translations of Lu Xun's writings. For details see the Resource List, **LITERATURE** (p. 41).

Suggested Activities

ASSIGN THE READING "SPRING SILKWORMS" BEFORE THE CLASS.

Day 1
1. Discuss the reading using the questions as a guide.

Day 2
1. Read together the essay on Lu Xun and "Mao's Report on the Peasants" and discuss why peasants would have wanted to follow the Chinese Communist Party and why Mao thought the revolution would be most successful if it were "peasant-based." (If students are aware of Marxist theory from which Mao was borrowing, note for them that in classic Marxism it is the urban worker or "proletariat" that is essential for the revolution, not the peasant.)

2. *optional* Assign one or more of Lu Xun's short stories as a book report.

REVOLUTIONARY CHINA: DEFINING THE NEW CHINA

Class periods:1

Related Lessons: REVOLUTIONARY CHINA: THE RISE OF THE COMMUNIST PARTY

Objectives

- To alert students to China's continuous quest, from the 1800s to the present, to adopt Western innovations while reasserting China's unique identity or "essence."
- To introduce students to primary source documents expressing views by both the Nationalists and the Communists on the problem of how China should preserve its identity while undertaking political and economic change.

Main Ideas

- In the period from 1920 to 1949, Chinese students in particular, as well as the Nationalists and the Communists, fought to rid China of the vestiges of its past that were viewed as inhibiting development while trying to preserve what was good in Chinese tradition.

- Even Mao, who is often thought to have denigrated all of Chinese tradition, argued that the "new China" could not simply adopt, wholesale, from the West. He tells his followers that they must remember their own histories and understand what is particular about the Chinese situation if the revolution is to be successful.

Recommended Materials

- Introductory Reading **WHAT IT MEANS TO BE CHINESE** (p.7)

- Readings 2, 3, 4 from **WHAT IT MEANS TO BE CHINESE** (pp 10-14)

Suggested Activities

PASS OUT READINGS 3,4, AND 5 FROM THE SECTION BEFORE THE CLASS.

1. Read together the introductory reading and discuss it in light of the three selections. Note for students the different political positions of the writers.

REVOLUTIONARY CHINA: THE RISE OF THE COMMUNIST PARTY

Class periods: 1

Related Lessons: REVOLUTIONARY CHINA: THE PEASANTS

Objectives

- To inform students about the strategy the Chinese Communist Party used in carrying out a revolution against the Nationalists and rising to power in 1949.
- To give students a sense of both the optimism and the depth and violence of the struggle waged by Mao Zedong and the Chinese communists during the early years of the revolution to make a "new China."

Main Ideas

- The Chinese revolution of 1949 rested in large part on Mao Zedong's strategy that emphasized the importance of peasant support. Mao believed that by sheer force of will, selflessness, and moral conviction much could be accomplished. He also felt that violence was a necessary part of the revolution, both to accomplish the goals of the revolution and as a means to mobilize peasant support.

- The Long March, a 6,000 mile trek across a dangerous landscape, is one of the most important events in the story of the revolution.

Recommended Materials

- *Unit 7: Revolutionary China: The Long March* **MODERN HISTORY** (p. 47)
- "Mao: The Early Years" **GOVERNMENT AND POLITICS** (p. 31)
- "The Long March" (Poem) **GOVERNMENT AND POLITICS** (p. 33)
- "In Memory of Norman Bethune" **GOVERNMENT AND POLITICS** (p. 38-39)

Optional Materials

- In the next lesson there are several books listed that provide first-person accounts of the events of the revolution through the eyes of teenagers. The first novel, *The Dragon's Village*, would be appropriate as an account of the revolutionary process by which the Communists came to power. The story describes how peasants in rural

villages were mobilized by urban cadres to carry out land reform. The dilemmas and violence of the process are well recounted.

Suggested Activities

ASSIGN THE EXCERPT FROM *RED STAR OVER CHINA* TO THE CLASS TO READ BEFORE THE LESSON.

1. Read together the background material on Mao during his early life noting what influenced him as a young man.

2. Then read his poem on the Long March and his speech on the selflessness of Norman Bethune, noting two important aspects of Mao's vision of the revolution: selflessness and determination. Then ask students to suggest how these two qualities, championed by the Chinese Communist Party, can be found in the recount of the Long March by Edgar Snow.

(From *China Reconstructs*, September, 1973)

BEST COPY AVAILABLE

THE CHINESE REVOLUTION THROUGH THE EYES OF CHINESE YOUTH

A Parallel Lesson

Objectives

- This lesson plan is designed to be used in tandem with other lessons on China since 1949, especially the lesson on the Cultural Revolution.

- The books listed here cover a range of time periods and events since 1949 and provide a way for students to hear Chinese people share, in their own voices, their experience of socialism in China.

Recommended Materials

The following list refers the teacher to the section of the workbook where information may be found on ordering, and/or excerpts from the books, book reviews, and in some instances newspaper articles. Unless otherwise noted, all titles are taken from *Unit 5: Chinese Views of Political Life in China, 1949-1990* in **GOVERNMENT AND POLITICS.**

1. *The Dragon's Village* (p. 51)
   covers the early years of the revolution and land reform, through the eyes of a teenage girl who joins the revolution.

2. *Born Red* (p. 55)
   Addresses the Red Guard movement during the Cultural Revolution through the eyes of a young teenage boy in middle school who became one of the Red Guards.

3. *The Execution of Mayor Yin and Other Stories from the Cultural Revolution* **LITERATURE** (p. 43) For introduction to Chen Jo-Hsi's writings see *Unit 5* in **LITERATURE** (p. 27)
   A collection of short stories that are about life in China during the Cultural Revolution told from the perspective of a Chinese woman from Taiwan who returns to China to work for the revolution.

4. *Son of the Revolution* (p. 58)
   An autobiographical account of the life of a teenage boy whose parents were persecuted by the Communists for their role as "intellectuals," and who himself participated in the Cultural Revolution as a 14 year old and then went on to become leader of a democracy movement in

college, and eventually to marry an American woman.

5. *To the Storm: The Odyssey of a Revolutionary Chinese Woman* (p.62)
   Told by a woman who not only was an intellectual but was part of a prestigious academic family in Beijing; she recounts what life was like for her "kind" in the 1950s to the 1980s, and how her belief in the revolution went through many stages.

Suggested Activities

Assign the books to be read independently and then have students make reports at a later date, or write a book review.

GOVERNMENT AND POLITICS

Class periods: 2-3

Related Lessons: THE CHINESE COMMUNIST PARTY
THE CHINESE COMMUNIST LEADERS

Objectives

- To demonstrate the relationship between the Chinese government and the Chinese Communist Party (CCP).
- To highlight the difference in political structure between a communist system and a non-communist system.
- To provide students the opportunity to read primary source documents.

Main Ideas

- The Chinese historically have placed emphasis on the welfare of the group over the welfare of the individual, therefore the rights of the individual are second to the rights of the group.

- Similar to the role of the emperor in traditional China, the CCP has seen its role as that of educating the population, by education in communist doctrine and personal example, to cultivate correct political attitudes and social behavior in support of the communist goal.

- The structure of the Chinese government is such that it is the CCP that ultimately has the power to make decisions; in the 1980s the "Central Advisory Committee," made up of elders, has emerged to "advise" even the younger members within the party's ruling apparatus.

- There are no direct elections and no real system of checks and balances within the ruling apparatus to ensure accountability on the part of the party leadership.

Recommended Materials

- *Unit 2: Party and Government* **GOVERNMENT AND POLITICS** (p. 11)

Suggested Activities

Day 1

1. Pass out the chart on the government and read together with the class the student reading on the Chinese political system, noting the difference between the Chinese system and the U.S. system, and the complete parallel structure of the government and party in China. Use the questions at the end as a guide with the exception of question 5 which will be used below.

2. Using the "Student Reference" (p. 18), have students discuss the implications of "The Four Cardinal Principles of the People's Republic of China" and "The Four Modernizations." The Four Cardinal Principles might be contrasted with the preamble to the American constitution; the four modernizations should be discussed in the context of the needs of a developing country. *(It is a common practice for the Chinese to number basic principles or goals and to refer to the number of items every time they discuss these principles or goals. In fact, the Chinese like to use numbers as meanings: the wish for good fortune and long life is "live 10,000 years!")*

2. Pass out the Constitution of the nation and the party for homework.

Day 2

1. Review the constitutions with the students noting the following in the Constitution of the PRC: (1) The goal of the "new China" is to move through the "democratic" stage to a socialist stage, wherein the state ensures equality for all and which is democratic because it is based on leadership by the masses (point out that this conception of democracy is different from that of Western democracy); (2) In the last paragraph note the government will succeed in doing this only under the guidance of the party.

2. Now note in the Constitution of the Party, that it is a recounting of the achievements of the Party, acknowledgement that only under the party do these achievements occur, and a statement about what the goals of the Party, and thus of the nation, will be in the years to come.

3. Referring to question 5 (p. 15), ask students to compare the preamble from the U.S. Constitution with the two from China and, as a writing assignment, choose one of the questions and write an essay as an answer.

Day 3 *optional*

1. Have students share their answers to question 5, and then ask them to discuss whether or not they think their answers would differ if faced with the challenge of modernization, and why.

CHINESE COMMUNIST PARTY

Class Periods: 1

Related Lessons: GOVERNMENT AND POLITICS
CHINESE COMMUNIST LEADERS
REVOLUTIONARY CHINA: THE RISE OF THE CHINESE COMMUNIST PARTY

Objectives

- To encourage students to consider the problems raised by a political system where leaders are not accountable to the population even when the leaders claim to be of the highest moral calibre and to be working solely in the population's best interest.
- To describe for students the image of Chinese Communist Party (CCP) members in the early years of the CCP.
- To show how the self-definition of Party members and the population's perception of party members has evolved over time.
- To demonstrate the conflict faced by the CCP between remaining "ideologically correct," on the one hand, and reforming the system in the name of economic development on the other.

Main Ideas

- At its inception, the CCP was an organization of revolutionaries committed to an ideology, who set high personal standards for themselves (selflessness, devotion to the cause, disregard for material goods and personal gain) that they sought to maintain through study of Marxist texts and self-cultivation. In this respect they resembled the Confucian civil servants whose image they criticized and rejected. (The crucial difference, of course, is the level of violence tolerated by the communists in service to the cause, i.e. the end justifies the means. This should always be kept in mind and drawn to the students attention. CCP members are <u>not</u> modern day Confucian scholars.)

- The reform program, sponsored by the CCP since the 1980s, creates a difficult problem for the party because it promotes values that are the antithesis of those desired above: namely, a return to individual incentives (rather than group cooperation) in production; rewards for profit maximization, as opposed to performance of selfless deeds; and an emphasis on the production and acquisition of consumer goods.

- Party members, especially at the local level, who expected to remain above the lure of material rewards, are faced with seeing their authority undermined by monetary incentives.

- The Party in general, and particularly the party elite who hold positions of

significant power, are now an organization of the privileged for whom membership in the party brings material gain, access to special privileges (superior housing, scarce goods, excellent education and high placed jobs for their children and relatives)- and whose proclaimed ideology justifies its position of power.

Recommended Materials

- *Unit 3: "What Makes a Good Communist Party Member?"* **GOVERNMENT AND POLITICS** (p. 23)

Suggested Activities

Before the class give the students the "Quotations from Chairman Mao" (p. 24), and the reading "How To Be a Good Communist" (p.25) to read.

1. After summarizing what makes a good party member, according to Mao Zedong and Liu Shaoqi, read together the letter to the editor, and the Communist Youth League's response. Draw out in discussion why there is a problem in recruitment and evaluation during the era of reform, then ask students to speculate on how the conflict can be resolved.

CHINESE COMMUNIST LEADERS

Class periods: 1

Related Lessons: THE CHINESE COMMUNIST PARTY
GOVERNMENT AND POLITICS
REVOLUTIONARY CHINA: THE RISE OF THE COMMUNIST PARTY

Objectives

- To introduce to students the major figures in the history of the Chinese communist movement and to distinguish their respective contributions.
- To emphasize that China's first generation of leaders, i.e. the ones who went on the Long March and were present at the establishment of the PRC in 1949, are still the generation in power in China. As of 1991, the transition to the next generation of leaders, or post-revolutionary leadership, has not been completed. (*This can be contrasted to the present situation in other communist countries such as the Soviet Union.)*

Main Ideas

- Mao Zedong was the first leader of the Chinese revolution. Zhou Enlai and Deng Xiaoping are members of his generation. Only Deng remains today.

- While Mao was the "great helmsman" at home, it was Zhou who charted the course of international relations and reintroduced the outside world to China.

- Deng Xiaoping was removed from office by Mao on two separate occasions because he was more moderate in his political and economic approach to development than Mao, and did not believe continued revolution would result in economic development. He is considered to be the architect of the economic reforms, though how he will be judged by history is still uncertain, particularly after his role in brutally suppressing the popular demonstrations for political reform in 1989.

Recommended Materials

- *Unit 4: Chinese Leaders* **GOVERNMENT AND POLITICS** (p. 29)

Suggested Activities

This lesson is intended to give a brief introduction to the key leaders. As

background, it is strongly recommended that you refer to the lesson *Revolutionary China: The Rise of the Communist Party* for a more detailed examination of Mao Zedong and his importance to the Chinese revolution.

Pass out the reading "Mao as the Leader of the Chinese Revolution" and "Zhou Enlai" before the class.

1. Read together the essay on Deng Xiaoping and discuss the reforms he has initiated in light of the role, efforts, and visions of Mao Zedong and Zhou Enlai.

2. Assign individuals or groups to do library research on one of the three leaders, and then have students write a biography of the leader they have chosen.

THE CULTURAL REVOLUTION

Class periods: 2-3

Related Lessons: THE CHINESE REVOLUTION THROUGH THE EYES OF CHINESE YOUTH

Objectives

- To help students understand why the Cultural Revolution came about, what happened, and how the Chinese people view this very difficult and tragic period in their history.

Main Ideas

- The Cultural Revolution was an attempt by Mao Zedong to arouse the spirit of the Chinese people to "continue the revolution," a commitment he saw waning fifteen years after the communist ascension to power.

- Mao also deeply distrusted the bureaucracy, and feared that it would undermine his revolutionary vision by basing decisions on bureaucratic interests. So, in part, the CR was aimed at the bureaucracy. He also feared a challenge from his close associates over his leadership of the Great Leap Forward (1959-1962) that resulted in famine and severe economic dislocation. He sought popular support for his leadership among the next generation of China's youth born after 1949.

- No event in the history of contemporary China has affected the Chinese as much as the CR. It disrupted social patterns, resulted in the loss of some 15 million lives, created a "lost generation" of Chinese who came of age during the CR and thus were deprived of educational opportunity and a sense of values, and led to economic stagnation in development for almost ten years. When Mao died in 1976 the Chinese were not much better off economically than they were in 1956.

Recommended Resources

- *Unit 5: Chinese Views of Political Life in China, 1949-1990* **GOVERNMENT AND POLITICS**
- "A Blank Paper Hero" **SOCIETY** (p. 36)
- Readings 5A, 5B, and 5C in **WHAT IT MEANS TO BE CHINESE** (pp. 15-17)
- "Hao Ran: Writer of the Revolution" **LITERATURE** (pp. 17-19)

- "Contemporary Literature: The Fiction of Chen Jo-hsi" **LITERATURE** (pp. 28-30)

Suggested Activities

Day 1

1. Read together with the students the note on the CR (p. 50) and review the vocabulary words.

2. Then read together readings 5A and 5B for an introduction to why Mao Zedong, and thus the Central Committee of the CCP, decided that the "Great Proletarian Cultural Revolution" was needed. Review the concept of the "4 olds" and the desire by the CCP to get rid of the old ways.

3. Hand out the story "A Blank Paper Hero" and the student readings on "Hao Ran: Writer of the Revolution," and "Contemporary Literature: The Fiction of Chen Jo-hsi" to be read as homework. (Alternatively, one of these may be read together in the class the next day.)

Day 2

1. Review with students some of the motives and feelings that these young people had about the revolution and what it would accomplish. Juxtapose for students the writings of Hao Ran and Chen Jo-hsi, both Chinese, though one from Taiwan. Chen became disillusioned at the excess, while Hao Ran seems not to have noticed. Have them explain why Zhang Tieshang would have been so angry about the test.

2. Pass out the story "Date Orchard," the article "Enemy of the State" (**Gov &Pol** p. 60), "A Chain of Judgement" and reading 5C from **WHAT IT MEANS..** and review with students what each reading is about, noting that "Date Orchard" is in a rural setting while the other articles are about intellectuals in the urban areas. Then have them select two to read and prepare for class discussion the next day.

Day 3

1. If students have been reading a book on the Cultural Revolution from the Parallel lesson (number 23), *the Chinese Revolution through the Eyes of the Youth* have them present their book reports.

2. Discuss the readings from the previous day, focusing on how a movement such as one to "do away" with bad or different elements, once set in motion, takes on a life of its own and often ends in excess.

ECONOMIC DEVELOPMENT: FROM THE COMMUNES TO REFORM

Class periods 1-3

Related Lessons: REFORM IN CHINA
POPULATION AND DEVELOPMENT

Objectives

- To review the commune organization and its economic significance from 1958-1978.
- To explain why the Chinese adopted the Household Responsibility System for rural agriculture in the 1980s.

Main Ideas

- Because China has a large population but a small percentage of arable land, the Chinese have searched for a suitable method of squeezing the needed surplus out of the countryside to provide enough food to feed the growing urban population and provide commercial crops for economic development.

- The commune system established in the late 1950s was one solution to the agricultural dilemma but it created major disincentives as work was not commensurate with remuneration. So in the 1980s the government returned to a system wherein each household is responsible for what it contracts to farm for the government. The family may keep the surplus and engage in sideline activities.

- The return to the household as the economic unit, however, works against another stated goal of the state: controlling the huge population. It is economically beneficial for a farmer to have many children because he can then grow more cash producing crops during planting season, and put them to work in factories or in handicraft production during the winter months.

- In addition to rural reforms, the government has tried to reform the urban sector by introducing market forces, such as supply and demand, to set prices. This has proven much more difficult to implement and state control over the industrial sector remains a problem for reform.

- Initially outlined by Zhou Enlai, the four modernizations have been the key developments the Chinese believe they need to develop economically.

Recommended Materials

- **ECONOMICS** (whole unit)

- "Population Problems and Countermeasures" **GEOGRAPHY** (p. 20)

- Use of one or more of the SPICE units on economic development in China is highly recommended. See **ECONOMICS** (p. 10) for information on ordering.

Supplementary Materials

- *Opposing Viewpoints: China,* published by Greenhaven Press, has several chapters on the debates over Chinese economic development which would be good for classroom discussion or individual reports. See **ECONOMICS** (p. 11) for information on ordering the book.

Suggested Activities

Day 1
1. Using the Commune Chart as a guide, read together the student reading on the commune system. Ask the students to explain why they think the system proved unsuitable for development.

2. Pass out the article on population as homework.

Day 2
1. Review together the article on population and, referring back to the reading on the commune, discuss why the population problem has emerged in China, and why the government wishes to restrict the population growth.

Day 3 *optional*
Follow the SPICE units on Chinese economic development.

THE DILEMMA OF REFORM IN CHINA

Class periods: 1-2

Related Lessons: ECONOMICS FROM COMMUNES TO REFORM
POPULATION AND DEVELOPMENT
DEMOCRACY MOVEMENT AND THE TIANANMEN SQUARE MASSACRE

Objectives

- to present a brief overview of issues raised by the attempt of China's communist leaders to carry out a new program of economic and political reform in the 1980s.
- to provide context for understanding the recent reform movement of the 1980s and 1990s as one more stage in China's long search to establish a modern political and economic identity.

Main Ideas

- One of the most influential people in China's reform movement is Deng Xiaoping, who not only initiated the economic reforms in the 1980s, but also tried to reform the Chinese Communist Party and the overly large bureaucracy. He sought to make way, by legal and rational principles, for the next generation of leadership to come to power in an orderly fashion. As of 1991, he has not been completely successful.

- The reform movement of the 1980s and 1990s has engendered debate over a number of issues in China: how much inequality in personal wealth can be tolerated in pursuit of economic development without completely forsaking the communist or socialist vision of the 1949 revolution? How can there be adequate development of economic freedom without commensurate political freedom? The 1989 demonstrations in Tiananmen square were a reflection of these unresolved tensions.

- Many Chinese now question whether the communist government has, as it claims, made any change in the traditional pattern of government in China, which was, and remains, hierarchical and paternalistic. **(THEME 2)**

Recommended Materials

- "Deng Xiaoping" **GOVERNMENT AND POLITICS** (p. 47)
- "The People's Republic at 40, at Odds with the People" **GOVERNMENT AND POLITICS** (p.75)
- "Ungoverning China" **GOVERNMENT AND POLITICS** (p. 73)
- Readings 6A, 6B, and 6C from **WHAT IT MEANS TO BE CHINESE** (p. 19)

Supplementary materials

- Highly recommended is *Policy Conflicts in Post-Mao China* which contains numerous translations of articles addressing the problems of reform. Each section begins with an overview. See the Resource List **GOVERNMENT AND POLITICS** (p. 82) for order information.

- Also recommended is *China's Crisis: Dilemmas of Reform and Prospects for Democracy* (now in paperback). See the Resource List **GOVERNMENT AND POLITICS** (p. 83) for information.

- *Opposing Viewpoints* has a chapter on the historical debate over modernization which touches on the relationship between economic and political reform. See **INTRODUCTION** (p.7) for information on ordering.

Suggested Activities

The day before, give students the reading on Deng Xiaoping.

Day 1

1. Review the article on Deng Xiaoping, especially the degree to which the reforms were a way to search for economic progress, while paying less attention to ideology. Mention also another famous saying by Deng Xiaoping: "our method of reform is to cross the river by feeling for one stone at a time." This departs from earlier methods and avoids directly addressing the problems of reconciling capitalist methods with a socialist system.

2. Then have students read the article "The People's Republic, At Odds with the People," and "Ungoverning" and compare how the people now view the reform era of the 1980s and 1990s, especially as their expectations have been rising faster than the regime's ability to meet them. Also point out the failure of Deng's plans to set up an orderly succession, mentioned in the articles. Ask students to explain why they think his plans have gone awry.

3. Pass out the material on the "River Elegy" (readings 6A, 6B, and 6C) for students to read. (The first reading is challenging, and you may require a review of vocabulary first.)

Day 2

1. Read the essays with the students, and discuss:
A) How far reform had gone to allow this to be published, B) how the government responded to it, C) how the era of reform has brought up deep feelings that China for the last 100 years has refused to look seriously at its past vis-a-vis its present

condition, and D) how this series takes a long hard look at why China has been unable to remedy the geographical barriers to its agricultural development because of its orientation to traditional patterns rather than those required by its present condition.

CHINESE DEMOCRATIC MOVEMENT AND THE TIANANMEN MASSACRE

Class periods: 2

Related Lessons: THE DILEMMA OF REFORM IN CHINA

Objectives

- To explain the causes behind the Tiananmen Square demonstrations and massacre of June 1989.
- To help students place those events in the larger context of democratic theory and China's search for its identity in the modern period.
- To practice reading and interpreting newspaper articles.

Main Ideas

- The events at Tiananmen square should be seen in light of the developments of the reform period of the ten previous years, and in light of the debate that has been going on in China since the mid-1800s.

- The death of Hu Yaobang in 1989, China's party chief until 1988 started the demonstrations. Hu was liked by the students and he was an avid supporter of the reform program. His removal from power the year before was seen by many to be a major set back to the reform of the political system because he was in line to replace Deng Xiaoping. The fact that Deng had to remove Hu from power indicated that an orderly succession would not take place. Orderly successions in political leadership are one of the most difficult problems every communist regime faces.

- The hunger strike by students should be understood in its cultural context. The key thing any ruler in China must do to stay in power is to feed the people. What the students were doing with the hunger strike was telling the government that it was failing to "feed" its people in terms of political accountability, and the articulation of political and social goals. The reform seemed to have lost its momentum as well as its direction.

Recommended Materials

- *Unit 6: Democratic Theory in China and Tiananmen Square* **GOVERNMENT AND POLITICS** (p. 68) Note: Please be sure to see the number of excellent resources on the events at Tiananmen listed in the Resource List at the end of the section.

Suggested Activities

Before the class, assign the students the "Student Note" and the reading "Liang Qichao- China's First Democrat."

Day 1

1. Review the essay on Liang Qichao, putting the discussion of democracy into its historical context. Then pass out the chronology of events at Tiananmen Square for reference.

2. Read together the "Hunger Strike Declaration" and "Interview..." These are difficult and moving passages. Have the students take turns reading the essays.

3. Discuss the hunger strike declaration in light of the lack of accountability of the government to the people. Then ask students to explain in their own words why Chai Ling decided to give the interview when she did, and what her message was.

4. Pass out one or more of the newspaper articles to the students for homework. (optional- The "Epilogue" is a challenging essay, so it may be best read together if time permits).

Day 2

1. Review with the students some general points about writing for a newspaper such as the importance of the first two paragraphs which tell the reader what will be said in the article; its short, more cryptic style; and the difference between reporting on a news event and writing an opinion editorial. Ask the students to summarize the articles by A) pointing to key phrases in the article, and B) identifying where, and how, the author places the events at Tiananmen Square in historical perspective.

2. (optional) Time permitting, read together with the "Epilogue". This essay specifically places the Chinese situation in the context of other socialist countries.

TAIWAN

Class periods: 1

Related Lessons: U.S.- CHINA RELATIONS

Objectives

- To introduce students to Taiwan as one of the "Four Little Dragons," experiencing rapid economic development in Asia.
- To distinguish Taiwan from mainland China and place the controversy between the two entities in historical perspective.

Main Ideas

- Taiwan's long diplomatic isolation has resulted in a good deal of confusion among students over where the island is, why it is important, and what its relationship with the U.S. is.

- The question of Taiwan's independence from the PRC continues to be debated; it is unclear whether the Chinese on Taiwan wish to be independent;it is also unclear whether or not the mainland Chinese will be able to persuade Taiwan, force or economic incentive, to become more fully integrated with mainland China.

- Mainland Chinese young people and economists have begun comparing the developmental success of Taiwan to the lack of success on the mainland, especially since the easing of travel restrictions between the two countries. Simultaneously the Chinese from Taiwan have greatly increased their investment in mainland China and links between the island and the mainland are growing.

Recommended Materials

- *Unit 1: Taiwan* **TAIWAN AND HONG KONG**

Suggested Activities

1. Read with students the overview of Taiwan, noting especially the reforms taking place on Taiwan. Have the students compare this reform movement with that on the mainland. (Note: in Taiwan political reform has gone much further than on Mainland China.)

optional

Assign students to do independent reports on Taiwan. They may write to the nearest CCNAA office for material or, if close enough, visit the office to gather material for their reports.

HONG KONG

Class periods: 1

Objectives

- To introduce students to Hong Kong and to note the issue of China's repossession of Hong Kong in 1997.
- To alert students to the fact that China, Hong Kong, and Taiwan are economically linked with developments in any one of the three impacting on the other two. This trend will continue to grow in importance in the student's lifetimes.

Main Ideas

- Great Britain and China have agreed to the return of Hong Kong to China in 1997 according to the terms of the treaty signed in 1984 that ended British control over the territory begun after the Opium War of 1842. China has agreed not to change the way Hong Kong is run for fifty years after that. The details of the agreement and Hong Kong's perception of what the Chinese government is doing remain hotly debated, however.

Recommended Materials

- "Hong Kong: Past, Present, and Future" **TAIWAN AND HONG KONG** (p. 12)
- "The Treaty of Nanking" **MODERN HISTORY** (p. 17)

Suggested Activities

1. Locate Hong Kong on a map. Then read together the essay on Hong Kong, but note that it was written in 1984. As an additional exercise have students locate more recent material on the latest events in the story of Hong Kong.

2. Return to the "Treaty of Nanking" and point out to students the provision of the treaty that gave rise to British-Chinese tensions over the territory's sovereignty.

U.S. - CHINA RELATIONS

Class periods: 2-3

Related Lessons: TAIWAN

Objectives

- To introduce students to the contemporary history of U.S.-China Relations, with emphasis on the questions of trade and Taiwan.
- To expose students to primary documents published by the U.S. government.

Main Ideas

- The United States has a long history of trade with China. Though interrupted for a long time, it has again begun to flourish.

- After the United States and China reestablished relations in 1972, the issue of the status of Taiwan quickly emerged and has since remained a point of contention on both sides. The debate within Congress also has continued and, after the U.S. established diplomatic relations with China, the U.S. Congress passed the "Taiwan Relations Act" to assure Taiwan that the U.S. had not "abandoned" it.

Recommended Materials

- **FOREIGN POLICY** (whole section)

Supplementary Materials

- The book *Opposing Viewpoints* contains chapters on China as a world power, and U.S. policy toward China and are highly recommended as a way to address these issues from several points of view. See the Featured Resource (p. 13) for information on ordering.

Suggested Activities

Day 1

1. Read together the student reading on "200 Years of China Trade" and discuss how trade can enhance peace, or lead to war.

2. Hand out the reading on "Taiwan and U.S.-China Relations" for homework.

Day 2

1. Review the student reading, then walk through the excerpts from the U.S. documents to highlight the official response to the relationship. Also point out for students the "diplomatic" phrasing of delicate issues such as "the United States **acknowledges** that all Chinese on either side of the Taiwan Strait maintain there is but one China and that Taiwan is a part of China." The Chinese version of this same document uses a word that is not translated as "acknowledges," but rather it is best translated as "recognizes." The translation of this one word has caused years of debate and accusation on both sides, especially from the Chinese, after the passage of the "Taiwan Relations Act." Have students look up the two words in the dictionary and compare their meanings.

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